ENGLISH TEXTBOOKS FOR THE 8TH GRADE IN INDONESIA: A COMPARATIVE CONTENT ANALYSIS

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Abstract: This study focused on comparing the textbooks of 8th grade in Indonesia based on the Communicative Coursebooks (CC) aspect. Those textbooks are When English Rings a Bell for 8th Grade, English on Sky 2 for Class VIII, and Passport to the World Book 2. The CC aspect formulated from the theory of Cunningsworth (1995), McGrath (2002), and Tomlinson (2014); and consisted of Design and Content (DC), Style and Appropriacy (SA), and Authenticity (AU). By using the qualitative research method that focused on content analysis, the researcher used herself and a checklist as the instruments. The result showed that each textbook fulfilled the CC aspects differently. English on Sky 2 for Class VIII fulfilled 88%, When English Rings a Bell for 8th Grade fulfilled 76.5%, and Passport to the World 2 fulfilled 76%. Those three textbooks fulfilled the aspects of CC differently because of dissimilar fulfillment on each indicator. So, there is still the possibility of the authors or publishers to improve it and make it becomes a great example for English teachers and students in Indonesia.

Keywords: English textbook, Textbook Evaluation, Communicative Coursebooks, Comparative Analysis, Junior High School

INTRODUCTION

Textbooks’ existence in the classroom setting is very important. According to Cunningsworth (1995), textbooks could have a role as a source for many classroom activities that happen between teacher and students. For example, it could help the teacher in developing students’ reading skills by the existence of reading texts and their exercises or perhaps students’ writing activities (Richards, 2001). Because of its different use, in reality, teachers should be careful in selecting the available textbooks on the market to be used in their classrooms. To adapt the available textbooks, the teacher should follow several steps. The procedures are analyzing, evaluating, and selecting (Cunningsworth, 1995). Those steps will lead the teachers, instructors, or educators to what so called as textbook evaluation.

According to Rubdy (2014), textbook evaluation is a matter of judging the suitability of the textbook to students or something else in the classroom, such as teachers’ competence, classroom situation, learners’ background, etc. Basically, the textbook evaluation will help the teachers in having their professional development and gaining better insight; so, by having this teachers will be more familiarized of the important features and the different kinds of the textbooks (Cunningsworth, 1995). Of course, in doing the textbook evaluation, there should be a set of criteria to be followed. In wide scope, Richards (2006) classified that there are 5 big criteria to follow, such as program factors, teacher factors, learner factors, content factors, and pedagogical factors. However, those criteria were too broad; therefore, it is necessary to investigate more detailed criteria.

The well-known criteria that seem to be more specific were proposed by Cunningsworth (1995, 3-4). There are seven main aspects: aims and approaches, design and organization, language content, skills, topic, methodology, and practical consideration. Compared to what we have in the Indonesian context, there are some differences to what has been set by The Ministry of Education and Culture along with the Board of Standards of National Education, or also known as Badan Standar Nasional Pendidikan (BSNP). The criteria issued in 2017 covered 4 main criteria which are content feasibility, language content, graphic feasibility, and practical consideration. Here, it could be seen that The Board of Standards of National Education has published briefer criteria rather than Cunningsworth. However, any criteria are acceptable as long as it could be a good consideration for the teachers or educators.

After understanding the importance of textbooks and their evaluation, the researcher found out that it is important to relate it with the real situation in Indonesia. There are a lot of English textbooks in Indonesia and interestingly this goes wider since the Government of Indonesia established the 2013 Curriculum (Ariebowo, 2013). According to the Ministry of Education and Culture (2014), this newest version of curriculum emphasized the language skills as a tool of communication. More or less, this kind of curriculum adopted the concept of Communicative Language Teaching (CLT). This goes in line to Savignon’s (2002)
statement in which the learners become the focus of the learning process to cover the language as the social tool that they can use to make meaning with other people—it means they could express their ideas both in oral and written form. The question is then: How does the textbook link to the curriculum and learner?

Since there is a new educational system in Indonesia, The Ministry of Education and Cultures also tried to provide their new version of the textbook for different levels of formal education and subject matters, including English subject. For the Senior High School level, The Ministry sets the same title Bahasa Inggris for grades 10, 11, and 12. While for Junior High School, there are When English Rings a Bell for grade 7 and 8; also Think Globally Act Locally for grade 9. Other than the Ministry’s published textbooks, the private publishers in Indonesia also issued their own versions to accommodate the new curriculum and fulfill the market needs. There are numerous private publishers, for example, Erlangga Publisher, Intan Pariwara Publisher, Yrama Widya Publisher, and still many others. Their products’ existence brings an impact on the number of textbooks sold in the bookstores. As Cunningsworth (1995) mentioned that the increasing number of textbooks in the field of English Language Teaching (ELT) makes the customers confused and speechless. This might happen because there are a lot of variations and different claims that have been made by each of the available textbooks.

Despite the great number of textbooks available in bookstores all over Indonesia, the next question to be asked is then: “How is the quality of the existing textbook in Indonesia? Could it fulfill the requirement of the government and also the needs of the learners?” The same question was stated by Brown (1995), “Can already existing materials be adopted to fill the needs of the students?” It indicated that it must be significant to review and assess the existing materials that are available in the markets and the ones that have been provided by the Ministry of Education, especially in terms of their appropriates and how they can achieve the purposes of language learning. Thus, the researcher thinks that conducting a comparative analysis to find the Communicative Coursebook (CC) would be needed in this case. At once, the researcher could see the different quality of the available textbooks in the bookstores.

To make this study differs from any others, there are numerous study to be reviewed. It started since the beginning of 2006 up to 2018, many theses and articles discussed the comparative study on English textbooks. First, there was a study conducted by Heim (2006) in which he tried to analyze the textbook entitled Passage and Across as an ESL context coursebook for the upper secondary school by using quantitative and qualitative research design. Second, the studied that was conducted by Lathif (2015) analyzed the textbook entitled Let’s Talk: English for Students of Grade VIII and English on Sky 2 for Junior High Students Grade VIII by using content analysis and focusing on the criteria of curriculum, material accuracy, supporting learning materials, language appropriateness, presentation technique, teaching and learning technique, and presentation coverage. Last, Masyi’ah and Ciptaningrum (2018) studied the textbooks entitled When English Rings a Bell and Bright and English by using criteria from the experts (namely: Tomlinson, Cunningsworth, Byrd, Littlejohn, Mukundan, and Ur) and Pusat Perbukuan of The Board of National Education (BSNP) that finally constructed the criteria, such as: content, language, presentation, and the affective, cognitive, and psychomotor domain.

Based on the existing previous studies above, the researcher thought there must be some gaps that could be found. First, among the previous relevant studies, the researcher recognized that there is the limitation of the area that is being discussed; while in reality, there are a lot of possibilities that could be adopted as the aspect of textbook’s analysis, such as: hidden curriculum, gender representation, or even the discussion of the Communicative Coursebooks (CC).

Thus, the researcher decided to conduct a different comparative content analysis by using When English Rings a Bell for 8th Grade, English on Sky 2 for Class VIII, and Passport to the World for Grade VIII that was published by different publishers. This study also differed from the previous studies because it adopted the Communicative Coursebooks (CC) aspect that constructed from the theory of Cunningsworth (1995), McGrath (2002), and Tomlinson (2014). The aspect has 3 big criteria which are Design and Content (DC) that focused on the goal of CC and the methodology when a teacher delivers the book in the classroom, Style, and Appropriacy (SA) that focused on the use of language on the books, and Authenticity (AU) that focused on the use of real materials, true activities and practices to help the students communicate better using English in their real-life.

Therefore, the research question of this study is: “How do the textbooks entitled When English Rings a Bell for 8th Grade, English on Sky 2 for Class VIII, and Passport to the World for Grade VIII meet the criteria of Communicative Coursebooks (CC)?”

**METHOD**

This study used qualitative method that focus on content analysis research. According to Arifin (2014), this kind of study should emphasize the analysis and interpretation of the materials to discover ideas based on a certain aspect. The analysis was done based on McGrath’s theory (2002) that stated that
one of the methods in doing the textbook analysis is by having checklist method because the main instruments on this study are the researcher—adapting Dornyei (2007) perspective—and the instruments that consist the criteria from Cunningworth (1995), McGrath (2002), and Tomlinson (2014). Furthermore, below are a detailed explanation of the objects of the study, data collection, and data analysis.

**Objects of the Study**

Based on the introduction that has been explained previously, there are 3 different textbooks to be analyzed. The detailed information of the textbook is written on the table below.

<table>
<thead>
<tr>
<th>Textbooks’ Title</th>
<th>Chapters to Be Analyzed</th>
</tr>
</thead>
<tbody>
<tr>
<td>When English Rings a Bell for SMP/MTs Kelas VIII – WERB 8</td>
<td>a) Chapter 1: It’s English Time!</td>
</tr>
<tr>
<td></td>
<td>b) Chapter 2: We Can Do It, and We Will Do It</td>
</tr>
<tr>
<td></td>
<td>c) Chapter 3: We Know What to Do</td>
</tr>
<tr>
<td></td>
<td>d) Chapter 4: Come to My Birthday, Please</td>
</tr>
<tr>
<td></td>
<td>e) Chapter 6: Our Busy Roads</td>
</tr>
<tr>
<td></td>
<td>f) Chapter 7: My Uncle is a Zookeeper</td>
</tr>
<tr>
<td></td>
<td>g) Chapter 8: What are You Doing?</td>
</tr>
<tr>
<td>Textbooks’ Title</td>
<td>Chapters to Be Analyzed</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------</td>
</tr>
</tbody>
</table>
| English on Sky 2 for SMP/MTs Class VIII – EOS 2 | a) Chapter 1: Nice to See You Again  
 b) Chapter 2: I Can Play the Guitar  
 c) Chapter 3: We Mustn’t Eat and Drink Here  
 d) Chapter 4: May I Celebrate My Birthday with My Friends Mom?  
 e) Chapter 6: Around Us  
 f) Chapter 7: I Always Get Up Late on Sundays  
 g) Chapter 8: Every Day is Having a Great Time  
 h) Chapter 9: The Smallest Island in The World  
 i) Chapter 10: When I was A Child |
| Passport to the World 2: A Fun and Easy English Book for Grade VIII of Junior High School – PTW 2 | a) Chapter 1: Attention, Please  
 b) Chapter 2: You Can Swim but You Cannot Dive There  
 c) Chapter 3: How Do You Clean the Whiteboard?  
 d) Chapter 4: Would You Like to Join Us?  
 e) Chapter 5: There are Many Things  
 f) Chapter 6: How Often Do You Exercise?  
 g) Chapter 7: Is It the Biggest Temple in The World?  
 h) Chapter 8: She Won the Match! |

Data Analysis

As this is qualitative research, the analysis should be done in a qualitative way. Based on Dornyei's explanation (2007) the analysis should be done commonly with words and deals with the textual forms of the research object, such as conversation or reading passage. After filling the checklist, the researcher concluded in form of verbal statements rather than numerical data.

All of the materials, texts, and tasks became the data on this study; and they were analyzed by using a checklist. Later on, the checklist did not focus on the numerical data (e.g. Likert Scale, detailed formula calculation, chart, etc.). However, it used the column of each aspect of Communicative Coursebooks (CC)—which are: Design and Content (DC), Style and Appropriacy (SA), and Authenticity (AU)—then, it completed with the option of YES/NO and additional comments section for the researcher. The answer of YES/NO was calculated in the form of percentage as supporting data by using the formula below.

\[
Percentage \ of \ Each \ Criteria = \frac{\sum YES}{n} \times 100\%
\]
\[
\sum YES = \text{The number of obtained "YES" on the checklist}
\]
\[
n = \text{The total number of available indicator of each criteria}
\]

FINDINGS AND DISCUSSION

Findings

First of all, regarding the Design and Content (DC) of the three textbooks, all of them fulfilled it in a different way (see table 3). Here, WERB 8 has shown that it fulfilled all the points, except the communicative syllabus. As the researcher found, there was a syllabus on the textbook; but, it was not communicative enough to be used by students for their independent learning by themselves or with friends. For EOS 2, the only criteria that could not be fulfilled were the reference of communicative methodology. This referred to the absence of the reference related to communicative methodology in teaching or Communicative Language Teaching (CLT). This was based on the researcher’s observation of the 'bibliography' part of the book. Last, the PTW 2 missed 2 criteria on the DC aspect, which are communicative syllabi and communicative activities that could promote the learning activities and the strategies to have communicative interaction. So, based on the table below, it could be seen that each textbook has its minus compared to the other textbooks; for example in terms of communicative syllabus or in terms of available activities. See table 3 for a more detailed explanation below.
Table 3. The DC Result of the Textbooks of 8th Grade

<table>
<thead>
<tr>
<th>Aspect (Design and Content (DC))</th>
<th>Criteria</th>
<th>Textbooks’ Fulfillment (YES (✓)/NO (✗))</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) The textbook claims to be communicative in its aims.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>2) The textbook’s aims or objectives are indicated on each unit.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>3) The textbook’s syllabus is primarily communicative.</td>
<td>✗ ✓ ✗</td>
</tr>
<tr>
<td></td>
<td>4) The textbook has reference to communicative methodology.</td>
<td>✓ ✗ ✓</td>
</tr>
<tr>
<td></td>
<td>5) The textbook provides evidence that its design is influenced by communicative considerations.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>6) The learning materials use communicative activities.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>7) The communicative activities can be considered realistic.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>8) The communicative activities promote the learning of communicative skills and strategies.</td>
<td>✓ ✓ ✗</td>
</tr>
</tbody>
</table>

The total number of YES 7 7 6

Secondly, after the aspect of DC, there was also the result of aspect Style and Authenticity (SA). Here, the focus of the aspect was the use of language in the books. It might include the use of the level of formality, the setting of communication, the audience, and still many others. In this aspect, WERB 8 could not fulfill the criteria that related to the practice on the books that should be given by sensitizing the level of formality in different situations, also the one that related to the other aspects that included on the books other than the level of formality, and the materials which were interesting, useful, varied, and topical. It came differently from EOS 2 in which it could not fulfill the criteria of the existence of other aspects included as language style other than the level of formality. The last textbook, PTW 2, in this term could not fulfill the practice of level of formality and the aspects other than the level of formality. See table 4 for further information.

Table 4. The SA Result of the Textbooks of 8th Grade

<table>
<thead>
<tr>
<th>Aspect (Style and Appropriacy (SA))</th>
<th>Criteria</th>
<th>Textbooks’ Fulfillment (YES (✓)/NO (✗))</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9) There is the material that sensitizing the learners to different levels of formality.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>10) The level of formality is related to the setting, social roles of the participants, and communicative goals.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>11) The practice is given in using different levels of formality in a different situation.</td>
<td>✗ ✓ ✗</td>
</tr>
<tr>
<td></td>
<td>12) The learners are lead towards why some forms in English are more formal than others.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>13) There are other aspects included as language style other than the level of formality.</td>
<td>✗ ✗ ✗</td>
</tr>
<tr>
<td></td>
<td>14) The level and intended audience are clearly spelled out in the materials.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>15) The materials are pitched to the right level of maturity.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>16) The language used in the textbook is at the right conceptual level.</td>
<td>✓ ✓ ✓</td>
</tr>
<tr>
<td></td>
<td>17) The materials are interesting, useful, varied, and topical enough to hold the attention of learners during the learning process.</td>
<td>✗ ✓ ✓</td>
</tr>
</tbody>
</table>

The total number of YES 6 8 7
The last aspect to be discussed was Authenticity (AU). Here, the researcher focused on finding the real materials, activities, and practices on the book that could possibly help the students in using their good English for daily communication. On this aspect, each of the textbooks fulfilled the criteria differently. For example, WERB 8 could not fulfill two criteria that related to the available texts that cause ‘real-life’ communication process and the tasks that focused on the development of accuracy rather than language use. The last point also applies the same to the EOS 2 textbook that could not fulfill the criteria that mentioned that the tasks should focus on the development of accuracy rather than language use. The last textbook entitled PTW 2 could not fulfill the term of activities that relate to pupils’ interests and real-life tasks and the available texts that meet cultural appropriateness. See table 5 below to see the checklist result.

Table 5. The AU Result of the Textbooks of 8th Grade

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Criteria</th>
<th>WERB 8</th>
<th>EOS 2</th>
<th>PTW 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authenticity (AU)</td>
<td>18) The materials provide exposure to authentic English through purposeful activities.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>19) The textbook uses real-life content and context.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>20) The activities of learning relate to pupils’ interests and real-life tasks.</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>21) The activities explore language in a communicative or ‘real-world’ way.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>22) The available texts cause a ‘real-life’ communication process.</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>23) The available texts have cultural appropriateness which follows the religious, social, or political mores of the targeted culture.</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>24) The available tasks replicate the communicative behaviors which will be required for learners in the real world.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>25) The available tasks focus on the development of accuracy rather than language use.</td>
<td>x</td>
<td>x</td>
<td>✓</td>
</tr>
</tbody>
</table>

The total number of YES 6 7 6

Based on the table presented above, the researcher concluded several things. Based on the three theories from Cunningsworth (1995), McGrath (2002), and Tomlinson (2014)—that constructed the aspects of Design and Content (DC), Style and Appropriacy (SA), and Authenticity (AU)—it could be seen that each textbook fulfilled the aspect of Communicative Coursebooks (CC) differently. These differences were resulted from the different fulfillment of each criterion. Those differentiations could be seen in table 6 below.

Table 6. The Final Result of Textbooks’ Evaluation

<table>
<thead>
<tr>
<th>Textbook’s Title</th>
<th>Aspects of Evaluation (%)</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>When English Rings a Bell for Grade 8 SMP/MTs Kelas VIII (2017) – WERB 8</td>
<td>87.5 67 75</td>
<td>76.5%</td>
</tr>
<tr>
<td>English on Sky 2 For SMP/MTs Class VIII (2018) – EOS 2</td>
<td>87.5 89 87.5</td>
<td>88%</td>
</tr>
<tr>
<td>Passport to The World 2: A Fun and Easy English Book for Grade VIII (2019) – PTW 2</td>
<td>75 78 75</td>
<td>76%</td>
</tr>
</tbody>
</table>

On the table above, it could be concluded some points. EOS 2 has become the most Communicative Coursebook (CC) by fulfilling 88% of all aspects of the evaluation. The second book was WERB 8 that could fulfill 76.5% of the textbook. The last book was PTW 2 that fulfilled 76% of the aspects of the evaluation.

Discussion

The discussion below would be done in the order of Design and Content (DC), Style and Appropriacy (SA), and Authenticity (AU). Then, it followed with a brief explanation of each textbook that has been evaluated.
In terms of DC, each textbook had a unique fulfillment. The first issue comes from the WERB 8 that claimed the textbook to be a communicative coursebook by the use of a text-based approach. It helped the students in improving their communicative skills; as Tomlinson (2014) stated that this kind of approach would promote the use of genuine interaction among students by promoting a model of language that is limited to the use of transactional functions and referential uses of language. By its existence, students are expected to have a better understanding of language use whether in spoken form or written form. Moreover, it trained the students, indirectly, to be more spontaneous of the text or materials available in the book. This would be very good because to be communicative means to be spontaneous, fluent, and unconscious on idea delivering rather than grammar accuracy (Tomlinson, 2014). Of course, to make it real in the learning process, there should be a goal that students need to fulfill in every chapter. This goes in line with Pitoy's (2012) statement that there should be objectives in communicative material to use English properly as a tool for communication. This could help the book in covering the weakness that appeared from the absence of a communicative syllabus; for that weakness brought students to difficulties in predicting what they should learn from the books. Renandy & Jacobs (2017) recommended that the curriculum should cover anything that might raise the engagement during the learning process, so the process of teaching and learning will be easier.

The next point that still talked about the DC of WERB 8 was the communicative reference that brought impact to many parts of the books. According to Amandasari (2019), an ideal communicative coursebook should provide a source of activities for learners’ practice and communicative interaction. In this term, WERB 8 could fulfill it perfectly by providing three different titles of handbook that could support communicative learning. There was a book published in 1995 entitled Communicative Competence: A Pedagogically Motivate Model with Content Specification, a book entitled A Communicative Grammar of English that was published in 2002, and World Englishes: Implications for International Communicative and English Language Teaching that published in 2007. This can be seen by the instructions, guides, or materials and exercises that available in the textbooks—at least each chapter has more than 10 examples of dialogues—in which the student was expected to have cooperative learning by also having a communicative guide from the authors. Here, it is really important to have communicative interaction, because communicative competencies have become the goal of our language teaching today (Cunningsworth, 1995).

The next part was about the DC of EOS 2—which surprisingly has become the most Communicative Coursebook (CC). First thing first, the authors have fulfilled the communicative goal by stating it on the preface of the coursebook with the signals of words, “…the language functions to your daily activities: when you use the language in your life,” or “…be able to greet people, express sympathy, and thank other people.” This really supported one of the statements of Wardani (2018) that mentioned communication as an important learning skill in 21st for the students. As an important skill, students should know and apply this during their learning process. Thus, they needed a guide from the learning objectives that have been written in almost every chapter and in a syllabus that has been provided at the beginning of the book.

Moving from the communicative goal and learning objectives, the textbook itself did not provide any references that could be categorized as communicative. Different from WERB 8 that has provided three different titles of references, EOS 2 did not mention any of them in the part of the bibliography. However, it did not affect the materials or tasks in the book. It could be seen from each of the activities and tasks that stated on its construction by using sentences, such as: “Practice the dialog with your friend,” “Read the dialogs aloud with a partner,” or even, “Act it out.” In addition, the provided learning materials give examples of how a good dialogue should be. At the end of every chapter, the book has provided a subchapter in which the students can learn something like the moral value from the lesson. This, indirectly, teaches the students how they can promote the communicative strategies in improving the behavior and manner during talking or having interaction with other people. As an example, the 10 points of friendship that help students to have better quality in building a relationship with their friends from Chapter 3 – We Mustn’t Eat and Drink Here (See Figure 1)
After WERB 8 and EOS 2, there was still PTW 2 to be discussed regarding the aspect of DC. The textbook has claimed to be communicative by stating the sentence, “…On that account, students should be able to develop their communicative competence appropriately both in spoken and written models.” This communicative claim is applied in the learning objectives of every chapter in form of a paragraph and a mind map along with keywords. For example, Chapter 3 – How Do You Clean the Whiteboard? provide insight for the student to comprehend the elements of texts, such as social function, text structure, and language feature (See Figure 2). This could be affected by the existence of several references, such as Communicative Grammar that was published in 1997, Conversation and Dialogues in Action that was published in 1992, and Impact for English for Social Interaction by Jones in 1980. On its implementation, it can be seen that there were 4 out of 10 activities that assigned the students to have individual practices instead of grouping activities.

Moving into the next aspect which was Style and Authenticity (SA); and the first point to be deliberated was the SA of WERB 8. In the textbook, there were different situations given to the students so they could prepare themselves in real-world communication. Other than that, the textbook also provided the example of students and teacher communication. For example by the words, “May you…” or “Excuse me …” So after learning those materials, students could understand that there should be a different use of language; and the differentiation comes when they face the older age. This is what a textbook should emphasize to the students: the important parts in which students’ can learn character building (Yuana, 2018). Other than the age factor, the different use of language appeared in other different factors, such as:
where the conversation takes place, what is the social status of the other speakers, and what the goals of the communication are. It goes in line with Pitoy’s statement (2012) that language does not rely solely on the rules of language as a formal system, but it draws equally on their knowledge of the social context, of the people whom they are addressing.

In this textbook, the places where the conversation takes place are usually in the school environment. Unfortunately, there are only small numbers of example in the coursebook that provided the example of English use in public places. Most of them were delivered in the classroom, at school, or friends to friends outside schools. The last point related to the SA of WERB 8 is about the use of useful, varied, and topical materials. Overall, the materials in the textbook displayed the same characters as the textbook. Those characters were presented until the end of the textbook. It made the textbook monotonous because in every chapter the same characters were used over again. Indeed, it could be beneficial because repetition can make students easily remember something. However, in the age of 8th graders, the researcher suggested that there should be more variation or the use of real-life characters; not the ones that replicate animation. Other than the characters that appeared on every material and exercise or task, the textbook brought the school environment—classroom or library—most of the time. It made the setting of the conversation monotonous.

The next SA discussion was taken from EOS 2. The coursebook showed the level of formality among students to students or students to teachers. Although the level of formality did not dominate the whole exercises or tasks, they are enough examples to the 8th graders. In several exercises or tasks, some dialogues used a clear example of how students should greet or ask something to their friends politely. There was also an example in which a student should face their family member. Here, the student was expected to obey the command that had been ordered to her (See Figure 3). To sum up about level of formality, it actually depends on the person student talk with, the level becomes more polite if the person is unfamiliar or older. There were only a small number of practices that require the students to have practice with their teacher, school’s staffs, or other people that might be around school. Such kind of exercises will not help the students in communicating better to their environment because as Desai (2015) explained, the communication should be happed among teacher-student and student-student. After all, it may encourage them in building the relationship among humans.

![Figure 3. Level of Politeness on Family Members](image)

**Source:** *English on Sky 2* (2018, 73)

In learning something related to students’ daily communication, there should be a set of interesting, vary, and topical material for them. As McGrath (2002) stated that the good materials contain interesting content for the students in which they can provoke a reaction, convey information, transmit ideas, and express opinions and feelings. Here, EOS 2 has provided a good example of that. On every subchapter, there were different situations or topics for students. For example, the situation in the classroom, at the canteen, at the schoolyard, and still many other parts of the school that becomes the setting of conversation. There, students could have various topics, it could be about their hobbies, daily activities, pets, and still many others. All of those topics are familiar with students’ daily life, so it can be assumed as interesting for their learning materials and practices.

The last SA of the textbook came from PTW 2. Here, it is true that the available materials gave insight to the student that the level of formality could be affected by the setting of conversation, social roles
of participants, and its communicative goals. It goes in line with Pitoy’s (2012) argument that learners should have the comprehension of what kind of manner they need to change in facing or responding to different situations. The available practices in the book focus on students to students’ communication rather than students to teacher communication. The researcher observed this by seeing the available examples of tasks on the book that require two students to make conversation in a group and they practice it among their friends, here they didn’t necessary to do it with the teacher. In some chapters, those things could be seen clearly. As an example, in Chapter 3 – How Do You Clean the Whiteboard? there was Activity 5 that required the students to work in pairs and take a turn in practicing the dialogues. At least, 6 out of 8 available activities involved students students’ communication rather than students to the older people, like teachers, family, or strangers.

The same result appeared all over again related to the use of other language styles that appeared rather than just the level of formality. The two previous coursebooks have shown the same result because both of them did not provide the other aspects, but the informal and formal form of written and spoken interaction. At first, the researcher assumed that there was a material which showed the use of English for occupational purposes, especially for customer service or medical use. However, those assumptions were wrong after the researcher observed it more carefully. Basically, the material did not require the students to react as a customer or react as a dentist, but it taught the students to make reason when they rejected their friends on an invitation in doing something or going somewhere.

Other than those explanations above, the textbook fulfilled the indicators provided by the experts used in this theory. So, it also has mentioned the audience and the level clearly in which the audiences were mostly the 8th grade of Junior High School. The language level is actually at their conceptual level, so it is not too difficult and it is not too easy for them. It also followed the list of basic competencies by The Ministry of Education and Culture of Indonesia (2017). On detailed explanation, the materials, tasks, and activities linked to students’ interests which are school. So, it becomes more meaningful and communicable to be used in daily communication with their environment.

The last aspect of this paper was AU; and it started with the textbook WERB 8. The first thing that we have to deal with is the materials that could provide exposure to authentic English through purposeful activities. Those purposeful activities create critical thinkers among the students; and help them to have insightful knowledge in achieving their learning outcomes (Jacobs, 2009). The researcher agreed that the textbook could fulfill this indicator because it gives meaning to each of the activities provided in the book. Here, the lesson that students will learn not only related to the basic competencies that have been provided by the Ministry of Education and Culture, but it also related to how they can use the English language for daily communication. Since the goal is to help students in using the English language for daily communication, the textbook has used real-life content and context. As could be seen in the textbook, the content of the textbook itself was talking about students’ interests and daily life or at least something that they can always find in their daily life, such as school, classroom, birthday party, and still many others. It made them can communicatively explore activities in the real world. Authenticity, at this point, became important because it brings the learner of the real-world situation in which they will have the opportunity in practicing it before using it (McGrath, 2002).

The next book, which was EOS 2, had different results from WERB 8. The textbook has taught the students to always learn something after they finished doing some activities or tasks. This indication can be seen from the moral value that has been written at the end of a chapter. There is various moral value on the textbook, such as the marble tile you after talking with friends, how to build a relationship with friends, and how to maintain the good connection with friends outside school.

The textbook gives them a good example of authenticity inside it. It can be seen in the previous chapter of this study in which the textbook has fulfilled seven indicators out of eight indicators available. All of the indicators show that the textbook uses authentic or real-life material. Authentic topics and cultural backgrounds need to be selected for the textbook content, so the students can find them in their real life and have more motivation in English learning on the basis of authenticity (Namgung, 2016). For example, it has used real-life content and context by providing activities that students explore the use of language in a communicative way, it also gave or show the cultural appropriateness in which it followed the religious more social value, and political groups in our country. In spite of its fulfillment on the available indicators, it still lacks off available tasks that can focus on the development of accuracy rather than the correctness of language when the students use it during their communication.

The last textbook to be discussed on the aspect of authenticity is PTW 2. The book has fulfilled 75% of authenticity which has the same result as the textbook entitled WERB 8. However, the details were different. On the available criteria, this textbook could not fulfill criteria number 20 that stated the available
activities of learning related to pupils’ interest and their real-life task. Moreover, it also could not fulfill the criteria number 23 which stated that the available text fulfilled cultural appropriateness which follows the religious mores or social value in the Indonesian context. Those two points could make those textbooks different from each other.

First of all, the textbook has given pupil school activities by using real-life content and context. The authors used pictures that related to students' real life, and even they are the real documents of publishers. The authors have written a good example of activity, by replicating the communicative behavior which will be required for the students on their real communication. At the beginning of the conversation, students usually greet their friends by saying hi or hello, then continue with the sentences that they need to speak. Regrettably, the book could not fulfill the activities related to the interests of students. It can be seen from the available tasks that there were many of them that did not follow all related to students’ interests of those students really such kind of activities. As an example, in Chapter 6 – How Often Do You Exercise? there was an activity (Activity 4 that emphasize the hardworking ethos of students) in which the students were asked to fill in the blanks with the available choice of verbs. However, the provided example of the pictures did not match Indonesian the 8th graders' interest. The choices were snowboarding, cricket, and windsurfing (See Figures 4). Indeed, Interest is something that is relative—it differs from one to another—but at least it copes with the relevance, so students can still learn something from it (McGrath, 2002).

![Figure 4. Examples of the Choices for Students](source: Passport to the World (2019, 139 & 141))

CONCLUSIONS

From the explanation above, the researcher concluded that all textbooks fulfilled the aspects of Communicative Coursebooks (CC) differently. It could be seen from the findings of the researcher of each textbook. WERB 8 fulfilled 87.5% of DC, 67% of SA, and 75% of AU. EOS 2 has fulfilled 87.5% of DC, 89% of SA, and 87.5% of AU. And the last book which was PTW 2 has fulfilled 75% DC, 78% of SA, and 75% of AU. This different fulfillment caused by the different reason, for example, WERB 8 could not fulfill the communicative syllabus, PTW 2 did not have the practice that uses a different level of formality, and PTW 2 lack of activities of learning that related to the available texts lack cultural appropriateness and the social mores. Thus, the researcher would like to suggest several improvements to different parties. For the textbook’s authors, it will be better if they could provide more innovations that could support Communicative Language Teaching (CTL). For the English teachers of the 8th grade, they should be more careful in choosing any English textbooks on the market because it will be better for the teacher in choosing the ones that could easily support students in learning the language for daily communication. For the textbooks’ publishers, it is highly recommended for them to be careful in accepting any draft of the textbooks; for it might contain something that breaks the religious, social, or political mores.
REFERENCES


